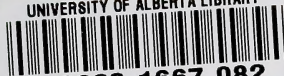


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Student Evaluation Branch Bulletin
Volume 4 Number 9

Grade 12 Diploma Examinations Program

Social Studies 30 1984/85



Alberta
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PURPOSE OF THE BULLETIN

The purpose of this bulletin is to provide information to teachers and students about the Social Studies 30 Diploma Examination for 1985. The information includes a description of the examination, an outline of the objectives to be tested, and a blueprint that includes both the multiple-choice and written-response sections of the examination. This bulletin also explains how the written-response section of the examination will be marked, and further describes the format of each section by providing sample multiple-choice and written-response questions.

Teachers are encouraged to inform their students of the content of this bulletin. In particular, students should be given the opportunity to work through the sample questions to acquaint themselves with the nature and complexity of the questions that will appear in the examination. Teachers are also encouraged to review the scoring guides with their students.

The model for the written-response questions presented here will be used as the basis for the written-response questions appearing on the Social Studies 30 diploma examinations for the 1984/85 school year. Other models may be used in subsequent years.

Teachers should also refer to the publication *Curriculum Specifications for Social Studies 30* (July 1983), which delineates the specific content and objectives from which the test items for the Social Studies 30 Diploma Examination are developed. Teachers may also wish to refer to the bulletin entitled *General Information*, which provides administrative information about the diploma examinations. This publication has been distributed to all senior high school administrators.

The information in this bulletin applies to the 1984/85 school term. The bulletin will be updated in August 1985.

If you have questions or comments regarding the contents of this bulletin, please contact:

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DESCRIPTION OF THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION

Content

The Social Studies 30 Diploma Examination is based on the *1981 Alberta Social Studies Curriculum*. All test questions are drawn from the content of the two topics prescribed for Social Studies 30: "Political and Economic Systems" and "Co-operation and Conflict Among States." Content emphasis is derived from Section III of *Curriculum Specifications for Social Studies 30*, "Weightings of Curriculum Specifications for Diploma Examination Purposes." The diploma examination assesses achievement of the objectives related to knowledge, inquiry skills, and valuing; it does not assess achievement of the objectives related to attitude development and to most participation skills.

General Format

Total Examination

The time allotted for the examination is $2\frac{1}{2}$ hours. The examination consists of two parts:

Part A: Multiple-Choice Questions - 70 questions worth 70% of the total examination mark.

Part B: Written-Response - one essay worth 30% of the total examination mark.

The examination will be written in one sitting.

Part A: Multiple-Choice Questions

Questions based on knowledge objectives are drawn from facts, concepts, and generalizations in each of topics A and B of the Social Studies 30 program.

Questions based on inquiry-skills objectives require students to identify the issue; formulate research questions; organize, analyse, and synthesize data; resolve the issue; apply the decision; and evaluate the decision, process, and action.

Questions based on value objectives require that students understand values and demonstrate competencies in value analysis, decision-making, and moral reasoning.

Part B: Written Response

Students will be required to write a complete and unified essay dealing with an issue related to the content of the Social Studies 30 program. A choice of topics will be provided -- one from Topic A and one from Topic B.

The essay will be marked according to the reporting categories indicated in the blueprint for the written-response section (page 6).

Preparation of the Examination

In the preparation of the Social Studies 30 Diploma Examination, teacher-constructed questions are field-tested in high schools throughout the province. A test development specialist, in conjunction with teachers, builds the examinations from suitable questions. Before the examinations are administered, they are reviewed by a Diploma Examination Review Committee consisting of representatives from the Conference of Alberta School Superintendents, The Alberta Teachers' Association, the Public Colleges of Alberta, the Universities Co-ordinating Council, and Alberta Education.

Specific Design Considerations

Reporting Categories

The reporting categories (or subtests) will form the basis for the reporting of examination results to school jurisdictions. Student achievement will be analysed and reported according to these categories, a complete list of which may be found in the blueprint (pp. 5-6).

Cognitive Levels

Approximately 50% of the questions on the examination test knowledge or comprehension. The other 50% of the questions are designed to test the more complex cognitive levels of the taxonomy.

Administration

Dates for the administration of the 1985 Social Studies 30 diploma examinations are as follows.

January 30, 1985:	1:00 - 3:30 p.m.
June 25, 1985:	1:00 - 3:30 p.m.
August 13, 1985:	9:00 - 11:30 a.m.

Blueprint for the Social Studies 30 Diploma Examination

The blueprint on pages 5 and 6 explains the design of Part A and Part B of the Social Studies 30 Diploma Examination. This blueprint is organized according to reporting categories and shows the percentage of marks allotted to each category.

Valuing skills and value concepts from Topic A and Topic B have been combined into one reporting category in order to have sufficient items to achieve statistical significance.

Part A: Multiple Choice (70% of the examination mark)

PROCESSSES		REPORTING CATEGORY		CONTENT	
REPORTING CATEGORY		REPORTING CATEGORY		CONTENT	
1. RECALL AND COMPREHENSION: Ability to recall or recognize and the ability to transform into other words.		1.1 Recall 1.2 Understand concepts 1.3 Understand generalizations		5.8 VALUE CONCEPTS: Knowledge of competing values and value positions. IOPIC A IOPIC B	
2. INQUIRY SKILLS (A): Ability to identify and focus on the issue and to formulate research questions.		2.1 Identify and focus on the issue 2.2 Formulate research questions		6. POLITICAL AND ECONOMIC SYSTEMS: Knowledge of facts, concepts and generalizations related to the world's political and economic systems.	
3. INQUIRY SKILLS (B): Ability to gather, organize, analyse, evaluate, and synthesize data.		3.1 Gather and organize data 3.2 Analyse and evaluate data 3.3 Synthesize data		7. CO-OPERATION AND CONFLICT AMONG STATES: Knowledge of facts, concepts and generalizations related to co-operation and conflict among states in the 20th century.	
4. INQUIRY SKILLS (C): Ability to resolve the issue, apply the decision, and to evaluate the decision, the process, and the action.		4.1 Resolve the issue 4.2 Apply the decision 4.3 Evaluate the decision, process, and action			
5. A VALUING SKILLS: Ability to resolve conflicts of competing values.		5.1 Value analysis 5.2 Decision-making 5.3 Moral reasoning			
TOTAL		8%		31%	
		4%		31%	
		3%		6%	
		9%		18%	
		3%		6%	
		4%		70%	

BLUEPRINT FOR THE SOCIAL STUDIES 30 DIPLOMA EXAMINATION (continued)

Part B: Written Response (30% of total examination score)

DESCRIPTION OF WRITING ASSIGNMENT	REPORTING CATEGORY	PROPORTION OF TOTAL MARK
One complete and unified essay in which the student integrates steps of the inquiry process in dealing with a given issue	1. Explanation of issue	5%
	2. Description and evaluation of an action or actions	10%
	3. Presentation and defence of a position on the issue	10%
	4. Quality of language and expression	5%
		30%

MARKING OF THE EXAMINATION

The multiple-choice portion of the examination will be machine scored. The written-response section of the Social Studies 30 Diploma Examination will be scored by Social Studies 30 teachers who have been recommended by their superintendent and appointed by the Student Evaluation Branch.

Selection of Markers

Markers will be selected from all regions of the province. To qualify as a marker, a teacher must have taught Social Studies 30 for two or more years, be currently teaching Social Studies 30, and have a Permanent Professional Certificate. Teachers who are interested in being recommended as markers should contact their superintendent before October 19, 1984. School superintendents will be requested to supply at least one marker for every 40 Social Studies 30 papers written by students in their jurisdictions.

Dates for Examination Scoring

The written-response section of the 1985 Social Studies 30 Diploma Examination will be marked in Edmonton according to the following schedule:

January Examination	- February 7 - 9
June Examination	- July 8 - 12
August Examination	- August 16 - 17

Group leaders will meet prior to each of the two major marking sessions on the following dates:

January Examination	- February 6
June Examination	- July 5

Scoring Procedures

Markers will be trained in the application of scoring guides, and sample papers will be discussed prior to the actual marking of the examination papers. Approximately 30 teachers will be invited to serve as group leaders to review these sample papers and to assist in reliability reviews. Each student's examination will receive a minimum of three independent readings. Consistency in marking will be closely monitored.

Scoring Guides

The scoring guides presented on pages 8, 9, 10, and 11 will be used in grading the written-response section. The criteria will be adjusted to reflect the requirements of each specific assignment and actual student essays. Training in the use of these guides will be provided at the marking sessions.

Since the scoring guides do not appear in the examination booklet, students should be given the opportunity to review them during the school year or semester.

1. Explanation of the issue (5 marks)

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	Demonstrates perception in stating the significance of the issue. Shows an insightful understanding of the dilemma inherent in the issue through a thoughtful description of two competing value positions related to the issue.
(4) PROFICIENT	Clearly states the significance of the issue. Identifies some of the critical features of the two value positions related to the issue and explains how they are in competition with each other.
(3) SATISFACTORY	States or implies the significance of the issue. Adequately describes two competing value positions related to the issue.
(2) LIMITED	Restates the issue, but shows uncertainty or vagueness in describing the importance of the issue and in describing the underlying value positions. The value positions stated may not be clearly related to the issue.
(1) POOR	Statement of the importance of the issue and description of two value positions is inaccurate or incomplete.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

2. *Description and evaluation of an action or actions* taken to deal with the issue (10 marks)*

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	Perceptively describes an appropriate and carefully selected example of an action taken to deal with the issue. Presents a comprehensive and insightful evaluation of the impact of this action. Arguments are logical and well supported. The evaluation of the desirability of the action reflects an understanding of higher-order value principles.
(4) PROFICIENT	Clearly describes a well-chosen example of an action taken to deal with the issue. Presents a clear evaluation of the impact of this action. Arguments are logical and supported. In evaluating the desirability of the action, reference is made to one or more value principles.
(3) SATISFACTORY	Adequately describes an action taken to deal with the issue. Presents an acceptable evaluation of the impact of this action by considering both the practicality and desirability of the action. There may be minor logical inconsistencies or somewhat incomplete supporting evidence. The evaluation of the desirability may be based only on personal feelings and attitudes.
(2) LIMITED	Ambiguously and inaccurately describes an action taken to deal with the issue. Presents a restricted evaluation of the implications of this action based on inconsistent arguments or minimal supporting evidence. An unsupported opinion may be expressed about the desirability of the action. Some attention is given to practical considerations.
(1) POOR	Incorrectly or incompletely describes an action taken to deal with the issue. Evaluation is based on unrelated arguments or is inadequately or incorrectly supported. No attempt is made to evaluate the practicality or the desirability of the action.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

*NOTE: Throughout this scoring dimension, the student may select more than one example of an action to deal with the issue. Both a general and a specific approach are considered acceptable.

3. *Presentation and defence of a position taken on the issue (10 marks)*

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	Presents a thoughtful statement of position. The defence is based on convincing arguments and carefully selected supportive detail. The arguments are consistent with the point of view expressed throughout the essay.
(4) PROFICIENT	Presents a clear statement of position. The arguments are well-considered and supported by appropriate evidence.
(3) SATISFACTORY	Presents an identifiable position and defends it with one or two supporting arguments. Specific examples are used to illustrate key points.
(2) LIMITED	Presents a confused statement of position. The defence is based more on emotion than logic, and may not relate well to the issue. Specific examples used may contain inaccuracies.
(1) POOR	Does not present a definable position, or states a position but makes little or no attempt to defend it.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that fail to address this dimension.

4. *Quality of language and expression (5 marks)*

DESCRIPTOR	CRITERIA FOR SCORING
(5) EXCEPTIONAL	The content is comprehensively organized. The writer's point of view is unquestionably evident throughout the work. The expression reveals a mature use of language structures, spelling, and vocabulary.
(4) PROFICIENT	The content is organized in such a way that the writer's point of view is clearly understood. The expression reveals good use of language structures, spelling, and vocabulary.
(3) SATISFACTORY	The content is organized in such a way that the writer's point of view is generally indicated. The expression reveals an adequate awareness of, and attention to language structures, spelling, and vocabulary.
(2) LIMITED	The content is presented in such a way that the writer's point of view is vague. The expression reveals a lack of assurance in language structures, spelling, and vocabulary.
(1) POOR	The content is disorganized or leaves in doubt the writer's point of view. The expression reveals faults in language structures, spelling, and vocabulary.
(0)	Zero is a special category. It is not an indicator of quality. It should be assigned to papers that are blank or totally illegible.

SAMPLE QUESTIONS

The sample questions found on pages 14 to 23 and 26 to 27 contain examples of both multiple-choice and written-response questions. They serve to illustrate the nature and complexity of the questions appearing on the examination.

Background information is provided for each of the multiple-choice questions. In addition to the keyed response, each question is classified according to the topic and objective on which it is based.

Please note that this collection of questions does not represent the emphasis of the course. The weightings assigned to the different course objectives for the actual examination are indicated in the blueprint on pages 5 and 6 of this bulletin.

Below is a sample of the general content and format of the instructions for answering the multiple-choice portion of the examination.

All multiple-choice questions must be answered on the separate answer sheet.

Fill in your name and other information on the answer sheet as directed by the examiner.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate that item on the answer sheet and fill in the space that corresponds to your choice. Use an HB pencil only.

EXAMPLE

ANSWER SHEET

The capital city of Canada is

A B C D

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

① ② ● ④

If you wish to change an answer, please erase your first mark completely.

Part A: Multiple-Choice Sample Questions

1. From a theoretical point of view, the values of self-reliance and personal initiative are basic to a
 - A. social welfare state
 - B. fascist corporate state
 - C. communist approach to economics
 - D. capitalist approach to economics

2. To combat the problem of high unemployment in a mixed economy, the government would MOST likely
 - A. increase government expenditures
 - B. decrease the supply of new money
 - C. increase income taxes
 - D. raise interest rates

3. Which feature is inconsistent with a pure market system?
 - A. Consumer sovereignty
 - B. Production quotas
 - C. Freedom of contract
 - D. Division of labor

4. The belief that every Canadian has the right to life, liberty, and security implies that
 - A. government alone is the source of human rights
 - B. individual rights are intrinsic and inalienable
 - C. peace and order matter more than acquiring private property
 - D. human equality derives essentially from religious beliefs

5. Fascists support the belief that
 - A. government is accountable to the electorate
 - B. the means of production should be owned by the State
 - C. individuals exist to enhance the collective welfare of the State
 - D. competing political parties may be tolerated but must be controlled

6. Democratic socialism is based on the belief that
 - A. welfare programs erode personal initiative and income
 - B. private enterprise redistributes wealth to equalize incomes
 - C. economic success is more important than economic equality
 - D. collective action is necessary to deal with economic and social problems

7. In a society that believes that only a few have the skills necessary to govern, the political system will tend toward
- A. popular government
 - B. majority tyranny
 - C. oligarchy
 - D. democracy
8. A central planning authority would MOST likely be found in a
- A. public enterprise economy
 - B. private enterprise economy
 - C. mixed economy
 - D. traditional economy

Use the statement below to answer questions 9 to 11.

While most production is in private hands, the government owns or operates certain key industries. The government also prepares a national economic strategy, setting broad production targets for key industrial sectors, and channels investment into the most desirable areas. These goals are achieved through persuasion, taxation, and lending policy.

9. Which issue is raised in the statement?
- A. Should the formation of private monopolies be discouraged?
 - B. Should greater competition be encouraged among small businesses?
 - C. To what extent should private enterprise be controlled in an economy?
 - D. To what extent should taxation revenues determine government policy?
10. From which group of nations would economic data be MOST useful in illustrating the government actions described above?
- A. The OPEC cartel
 - B. The Soviet satellites
 - C. The Pacific Rim countries
 - D. The Scandinavian democracies
11. One could conclude that such government actions are typical of
- A. monetary policy in a laissez-faire economy
 - B. deficit spending in a public enterprise economy
 - C. indicative planning in a mixed economy
 - D. decentralized planning in a market economy

Use the information below to answer question 12.

Mr. X believes that legislation should meet these standards:

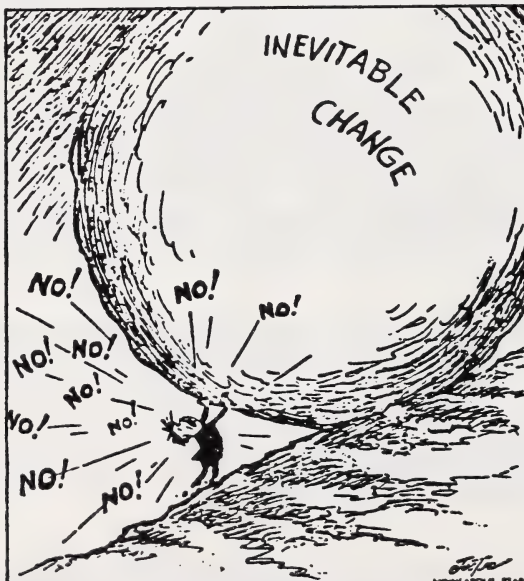
1. increase the powers of the central government to solve national economic and social problems
2. increase the number of transfer payments
3. promote the general welfare through a system of progressive taxation

Mr. Y believes that legislation should meet these standards:

1. maintain the power of the federal government only if it respects that of provincial and local governments
2. encourage, by non-interference, the honest operation of business and industry
3. control inflation by restricting government expenditures

12. The decision by the Canadian government to increase its involvement in energy exploration and development would be viewed as
- A. inappropriate by Mr. X, but appropriate by Mr. Y
 - B. appropriate by Mr. X, but inappropriate by Mr. Y
 - C. inappropriate by both Mr. X and Mr. Y
 - D. appropriate by both Mr. X and Mr. Y

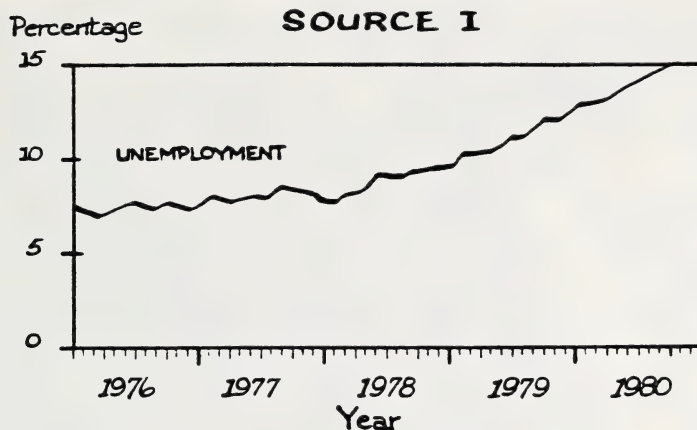
Use the cartoon below to answer question 13.



13. The individual represented in the cartoon above could BEST be described as a
- A. radical
 - B. reactionary
 - C. liberal
 - D. progressive

Use the sources below to answer questions 14 and 15.

Both sources present data for the same nation.



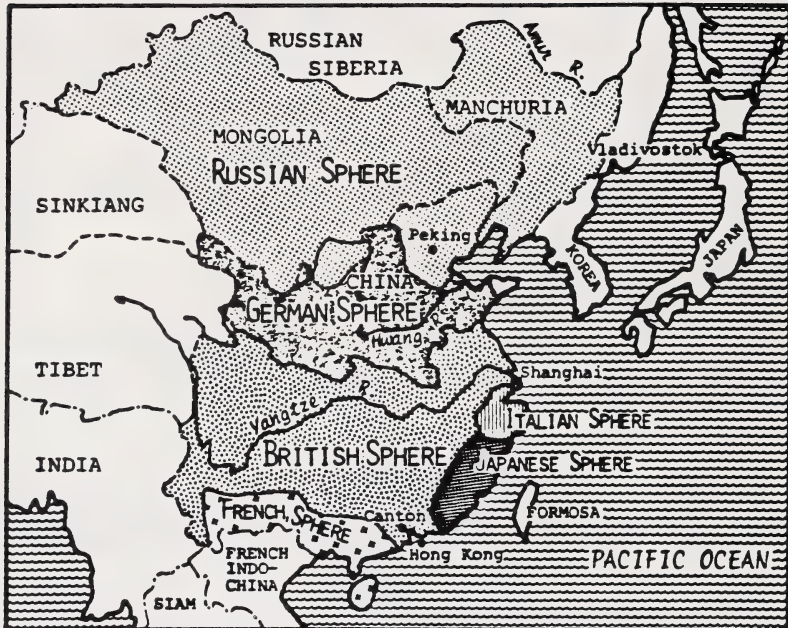
SOURCE II

Parliamentary Elections 1976-1980 (Figures indicate number of seats)

DATES	Communists	Socialists	Centre Party	Republicans	Libertarians	TOTAL
Jan. 1976	7	22	42	163	71	305
June 1977	72	50	60	72	51	305
Feb. 1978	151	57	63	21	13	305
Nov. 1978	140	90	45	18	12	305
April 1979	106	149	41	6	3	305
Dec. 1979	115	145	40	5	0	305

14. According to the data from both sources, it can be concluded that in times of increasing unemployment, voting patterns indicate
- considerable voter apathy and hostility
 - support for major political and economic reforms
 - a swing to left-wing political parties
 - a swing to right-wing political parties
15. On the basis of the statistics found in Source II, one could infer that since 1977, elections have likely resulted in
- minority government
 - majority government
 - direct democracy
 - constituency redistribution

Use the map below to answer question 16.



16. The map indicates the consequences for China of
- A. imperialist expansion
 - B. nationalist uprisings
 - C. the ravages of civil war
 - D. the collapse of the Kuomintang
-
17. Germany's initial military objective in the First World War was to
- A. challenge British naval supremacy
 - B. protect her overseas empire
 - C. strike a crushing blow to France
 - D. defeat the advancing Russians
18. The European nation whose territorial boundaries have radically changed in the 20th century because it has been caught repeatedly between two great powers is
- A. Poland
 - B. Yugoslavia
 - C. Hungary
 - D. Romania

Use the headlines below to answer question 19.



19. Which of the following questions could be researched from the news stories behind the headlines?
- A. What aggressive actions challenged the role of the League of Nations?
 - B. What diplomatic power plays encouraged fascist expansionism?
 - C. What were the background causes of the First World War?
 - D. What were the immediate causes of the First World War?
-
20. "Opportunistic nations have often shifted from one side to another during international crises, making war more imminent." This statement is supported by the
- A. Hoare-Laval Pact
 - B. Kellogg-Briand Pact
 - C. Nazi-Soviet Pact
 - D. Munich Pact
21. The view that peace and security are best preserved when all the great powers support a United Nations decision resulted in
- A. increased political stature for the president of the General Assembly
 - B. increased power and prestige for the office of secretary-general
 - C. provision for the use of the veto in the Security Council
 - D. promotion of summit conferences on the occasion of major world crises

SPEEDUP IN A-BOMB BLASTS



From 1945 until partial test-ban treaty in 1963 — 440 nuclear explosions by U.S., U.S.S.R., Britain, and France, an average of 24 per year.



From test-ban treaty of 1963 to January, 1971 — 312 nuclear explosions, an average of 42 per year.

U.S. has exploded 224 atomic bombs underground since the 1963 treaty that forbids all but underground testing.

U.S.S.R. has exploded at least 45 bombs underground, possibly dozens of others not publicly announced by U.S. monitors.

France has exploded 30 bombs — 21 in the atmosphere, 9 underground. Paris refused to sign the 1963 treaty.

Red China has exploded 11 bombs — all but one in the atmosphere — since its first blast in October, 1964. Peking also refused to sign the 1963 treaty.

Britain has exploded two atomic bombs in subterranean tunnels in 1966, has not conducted any nuclear tests since then. In the past 7½ years, despite efforts to slow the nuclear arms race, nations have been exploding atomic bombs at a faster rate than before the test-ban treaty.

Source: U.S. Atomic Energy Commission, 1971

22. The central issue raised by the source is:
- A. Should the superpowers be allowed to monopolize nuclear weapons?
 - B. Should the nuclear powers reduce their defence budgets?
 - C. Should developing nations be encouraged to develop a nuclear weapon capability?
 - D. Should atmospheric and underground test-ban talks be reopened among the nuclear powers?
23. Those who favor nuclear disarmament would be disappointed with the outcome of the test-ban treaty because
- A. the U.S.A. and the U.S.S.R. have failed to enter into strategic arms limitation talks
 - B. the French and British governments have pursued independent nuclear programs
 - C. certain signatories of the treaty have maintained extensive nuclear testing programs through underground explosions
 - D. certain signatories of the treaty have violated its purpose by continuing atmospheric testing

24. Canada's foreign policy commitment to international peace is BEST illustrated by its

- A. active participation in the Commonwealth of Nations
- B. support for the extension of off-shore sovereignty
- C. supplying of emergency forces to the UN
- D. supplying of nuclear reactors to developing nations

Use the cartoon below to answer question 25.

"Out, Damned Spot! Out, I Say!"



from Herblock's *Special For Today* (Simon & Schuster, 1958)

25. The cartoon suggests that one of the advantages of the United Nations is that it can

- A. bring to light the differences between East and West
- B. focus world attention on crucial issues
- C. highlight the aggressive actions of Western Bloc nations
- D. lessen the tensions between East and West

26. The country where two groups compete MOST openly for historical sovereignty over the same territory is
- A. El Salvador
 - B. Czechoslovakia
 - C. Israel
 - D. Iraq

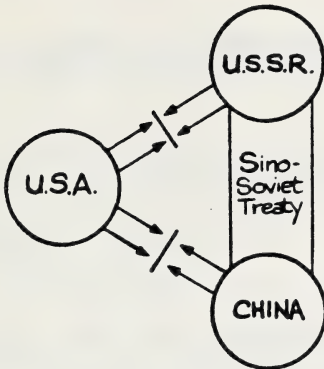
Use the statement below to answer question 27.

The Leninist principle of peaceful coexistence of states with different social systems has always been and remains the general line of our nation's foreign policy. War is not fatalistically inevitable.

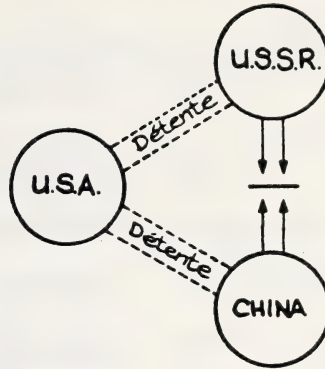
-- a Soviet premier

27. The sentiment expressed above greatly encouraged the
- A. establishment of the Yalta Conference in 1945
 - B. formation of the Warsaw Pact in 1955
 - C. growth of Third World non-alignment during the 1960s
 - D. spirit of superpower détente during the 1970s
-
28. To a supporter of détente, the MOST practical action to preserve world peace in the nuclear age would be to encourage
- A. stockpiling of nuclear weapons as a deterrent to war
 - B. bilateral military agreements between the two superpowers
 - C. alliance systems among the non-aligned nations of the developing world
 - D. research and development of more powerful and accurate weapons such as the Cruise missile
29. The Strategic Arms Limitation Talks (SALT) were designed to find ways of limiting the
- A. atmospheric testing of nuclear devices
 - B. improvements made to existing strategic nuclear weapons
 - C. development of new types of chemical-biological weapons
 - D. number of existing and future strategic nuclear weapons

Use the diagrams below to answer question 30.



Position in 1950



Position in 1975

30. The diagrams support which of the following conclusions?

- A. Détente occurred as a Sino-Soviet quarrel developed.
 - B. There is no relationship between détente and a Sino-Soviet dispute.
 - C. The 1970s witnessed improved relations among the U.S.S.R., the U.S.A., and China.
 - D. The 1950s witnessed increased tension among the U.S.S.R., the U.S.A., and China.
-

CREDITS

- Question 13 Justus. Cartoon "Inevitable Change" from the *Minneapolis Star*. Reprinted by permission of the *Minneapolis Star*.
- Question 16 Bernard Feder, ed. Map from *Viewpoints in World History* (New York: Litton Educational Publishing Inc. © 1974) p. 305. Reprinted by permission of Litton Educational Publishing Inc.
- Questions 22 - 23 "Speedup in A-Bomb Blasts" by U.S. Atomic Energy Commission. As found in *The Nuclear Arsenal: Security or Suicide?* edited by Bernard Feder (New York: Litton Educational Publishing Inc. © 1974) p. 21. Reprinted by permission of Litton Educational Publishing Inc.
- Question 25 "Out, Damned spot! Out, I Say!" from *Herblock's Special For Today* (Simon & Schuster, 1958).

Part B: Written-Response Sample Questions

A sample of the general content and format of the instructions for completing the written-response portion of the examination is given below.

Choose only ONE of the two topics that follow for your essay.

BE SURE TO INDICATE YOUR CHOICE OF TOPIC IN THE SPACE PROVIDED ON THE BACK COVER.

Choose the topic on which you are more knowledgeable. Essays for each topic will be marked according to the same criteria.

READ ALL PARTS OF THE QUESTION CAREFULLY.

Your essay is to be completed in the space provided in this examination booklet.

Use pages labelled FOR ROUGH WORK to plan and draft.

Pages labelled FOR FINISHED WORK must contain your completed work.

Please use a blue or black pen for written work.

The written-response section is worth 30% of the total mark.

Changes in the Written-Response Questions for the 1985 Examinations

It should be noted that the format for the written-response assignments for 1985 has been altered from the model used in 1984. The preamble and issue are presented in more general terms, while the marking criteria and guidelines retain much of their previous focus.

For the "description and evaluation of an action or actions taken to deal with the issue," students should be encouraged to develop an in-depth discussion of one or more policies or actions rather than just a superficial survey of many different policies.

As before, the assignment for Topic A will present an issue that has both political and economic dimensions. The student will be required to develop a synthesis of both these aspects of the issue.

TOPIC A
ESSAY ASSIGNMENT

Some governments believe that certain key industries in an economy should be nationalized (purchased and run by the State). Other governments oppose this idea of public ownership. Rather, they believe that enterprises such as resource and energy industries should be privately owned and that financially troubled key industries should be given government assistance instead of being taken over.

Write an essay on the issue: SHOULD GOVERNMENTS INCREASE THEIR OWNERSHIP OF KEY INDUSTRIES?

MARKING CRITERIA AND GUIDELINES

Your essay will be graded according to how well you do the following:

- Explain the issue by stating its importance and by describing competing value positions underlying the issue. (5 marks)
- Describe one or more policies implemented (or actions taken) by governments of nations other than Canada in dealing with the same issue, and evaluate the effectiveness and desirability of these policies or actions. (10 marks)
- State what position you would have the Canadian government take on the issue and defend this position. (10 marks)

Marks allotted to content of the essay	25 marks
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Marks allotted to quality of language and expression	<u>5 marks</u>
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TOTAL	30 marks
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TOPIC B
ESSAY ASSIGNMENT

Since 1945 a number of nations have developed and deployed nuclear weapons systems in the interest of national security. The major powers currently possess nuclear weapons and their delivery systems. Other nations resist the nuclear option and have refused to contribute to the development of nuclear weapons systems. They believe that this will reduce the chances of war.

Write an essay on the issue: SHOULD NATIONS CONTRIBUTE TO THE DEVELOPMENT OF NUCLEAR WEAPONS OR THEIR DELIVERY SYSTEMS?

MARKING CRITERIA AND GUIDELINES

Your essay will be graded according to how well you do the following:

- Explain the issue by stating its importance and by describing competing value positions underlying the issue. (5 marks)
- Describe one or more policies implemented (or actions taken) by governments of nations other than Canada in dealing with the same issue, and evaluate the effectiveness and desirability of these policies or actions. (10 marks)
- State what position you would have the Canadian government take on the issue and defend this position. (10 marks)

Marks allotted to content of the essay	25 marks
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Marks allotted to quality of language and expression	<u>5 marks</u>
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TOTAL	30 marks
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Multiple-Choice Key and Question Information

The sample test of 30 multiple-choice questions is representative of the types of questions to be found in Part A of the Social Studies 30 Diploma Examination. The information below presents the correct answer for each question, the process the student will have to go through to obtain the correct answer, and the curriculum specification the question meets.

1. Key D The student is required to associate two given values with the most appropriate of the four political and economic systems provided. Curriculum specification focus: Topic A, value objectives - identifying the extent to which individualism and collectivism are reflected in major political and economic systems.
2. Key A The student is required to recall the importance of Keynesian theory to government policies in a mixed economy. Curriculum specification focus: Topic A, knowledge objectives - power and decision-making; mixed economy, Keynesian theory.
3. Key B The student is required to recall the principal features of private enterprise and choose the exception from among those provided. Curriculum specification focus: Topic A, knowledge objectives - power and decision-making; competitive markets, decentralized decision-making.
4. Key B The student is required to recall the views of human nature that underlie democracy in Canada. Curriculum specification focus: Topic A, knowledge objectives - ideology; view of human nature, democracy, concept of "natural rights."
5. Key C The student is required to recall the subordination of the individual to the State in a fascist autocracy. Curriculum specification focus: Topic A, knowledge objectives - citizenship; nature of participation, autocracy.
6. Key D The student is required to recall the contrast between the competitive and co-operative approach to economic and social problems in different economies. Curriculum specification focus: Topic A, knowledge objectives - collectivism; economic systems, perspectives of each system on collective welfare.
7. Key C The student is required to recall that an oligarchy maintains power by denying the ideals of democracy. Curriculum specification focus: Topic A, knowledge objectives - leadership; how maintained, autocracy.
8. Key A The student is required to recall that central planning is an essential feature of a public enterprise economy. Curriculum specification focus: Topic A, knowledge objectives - collectivism; economic systems, centrally planned.

9. Key C The student is required to identify the economic issue arising from the data source. Curriculum specification focus: Topic A, skill objectives - identify and focus on the issue.
10. Key D The student is required to identify appropriate research material related to the economic policy of indicative planning. Curriculum specification focus: Topic A, skill objectives - select appropriate sources for research.
11. Key C The student is required to synthesize the data in the source with the concept of indicative planning in a mixed economy. Curriculum specification focus: Topic A, skill objectives - synthesize data.
12. Key B The student is required to determine the appropriateness of a government action according to a particular perspective. Curriculum specification focus: Topic A, skill objectives - examine the appropriateness of an action.
13. Key B The student is required to interpret a cartoon representing an attitude toward change. Curriculum specification focus: Topic A, skill objectives - gather and organize data by reading and interpreting historical and contemporary print materials.
14. Key C The student is required to relate cause and effect from data to formulate a generalization. Curriculum specification focus: Topic B, skill objectives - synthesize data by relating cause and effect.
15. Key A The student is required to discriminate between relevant and irrelevant data to infer the likelihood of an outcome. Curriculum specification focus: Topic A, skill objectives - analyse and evaluate data by discriminating between relevant and irrelevant data.
16. Key A The student is required to interpret a historical map in terms of imperialist expansion before the First World War. Curriculum specification focus: Topic B, skill objectives - gather and organize data by interpreting print materials.
17. Key C The student is required to recall the initial military objective of Germany at the beginning of the First World War. Curriculum specification focus: Topic B, knowledge objectives - conflict.
18. Key A The student is required to recall the change in Poland's boundaries after the First and Second World Wars due to fear and rivalry between Germany and the Soviet Union. Curriculum specification focus: Topic B, knowledge objectives - territoriality.
19. Key C The student is required to identify a research question that is appropriate to the data provided. Curriculum specification focus: Topic B, skill objectives - formulate appropriate research questions.

20. Key C The student is required to recall the significance of the Nazi-Soviet Agreement immediately prior to the outbreak of the Second World War. Curriculum specification focus: Topic B, knowledge objectives - balance of power.
21. Key C The student is required to recall that the Security Council veto recognizes that the unanimous support of the great powers is required for effective action by the UN. Curriculum specification focus: Topic B, knowledge objective - nature of co-operation.
22. Key D The student is required to identify the central issue raised by a source. Curriculum specification focus: Topic B, skill objectives - identify and focus on the issue.
23. Key C The student is required to evaluate a given data source to infer the reason for a particular perspective. Curriculum specification focus: Topic B, skill objectives - evaluate the decision, judging the worthiness of an action.
24. Key C The student is required to identify an action consistent with a given value that is reflected in Canada's foreign policy. Curriculum specification focus: Topic B, value objectives - develop understanding of the values of nationalism and internationalism as reflected in the affairs of nation states.
25. Key B The student is required to interpret a political cartoon for the purpose of identifying a major role of the UN. Curriculum specification focus: Topic B, skill objectives - gather and organize data by reading and interpreting historical materials.
26. Key C The student is required to recall major conflicting claims for sovereignty over Israel. Curriculum specification focus: Topic B, knowledge objectives - sovereignty.
27. Key D The student is required to recall the close comparison of the concepts of détente and coexistence. Curriculum specification focus: Topic B, knowledge objectives - détente and coexistence; Soviet/American relations (1960-1970s).
28. Key B The student is required to apply a decision by selecting a plan of action consistent with a given position. Curriculum specification focus: Topic B, skill objectives - apply the decision by considering feasibility.
29. Key D The student is required to recall that the Strategic Arms Limitation Talks were concerned with restricting the number of superpower nuclear weapons. Curriculum specification focus: Topic B, knowledge objectives - nature of co-operation; arms limitation.
30. Key A The student is required to formulate a conclusion from several data sources. Curriculum specification focus: Topic B, skill objectives - synthesize data by summarizing information.

Question Response Frequencies for the Sample Multiple-Choice Questions

The 30 sample multiple-choice questions were selected from either the January or June diploma examinations (1984). Their question response frequencies are indicated below.

Question Number	Sample Size	Key	Percentage of All Students Choosing Alternative			
			A	B	C	D
1	9769	D	10	3	2	85
2	9769	A	71	9	11	8
3	9769	B	14	59	12	15
4	9769	B	10	79	8	2
5	9769	C	4	20	60	15
6	9769	D	7	18	9	67
7	9769	C	4	17	73	5
8	7214	A	77	7	9	6
9	9769	C	6	4	80	10
10	9769	D	33	8	13	45
11	9769	C	10	12	68	9
12	9769	B	9	75	8	8
13	9769	B	17	42	19	22
14	9769	C	2	12	71	14
15	9769	A	54	27	4	14
16	7214	A	74	13	7	4
17	9769	C	19	8	57	16
18	9769	A	76	8	14	2
19	7214	C	17	6	61	14
20	9769	C	5	15	58	22
21	9769	C	7	8	44	39
22	7214	D	11	4	5	79
23	7214	C	12	7	57	22
24	9769	C	32	5	59	5
25	9769	B	9	71	14	7
26	9769	C	8	11	72	9
27	9769	D	16	28	6	50
28	9769	B	15	71	10	4
29	9769	D	10	4	7	80
30	9769	A	55	15	17	14

Numbers may not add to 100 due to rounding.

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